



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2007 (Reports Revised October 2007)  
ID: 12631786  
District: MSAD 71  
School: Kennebunkport Consolidated Sch

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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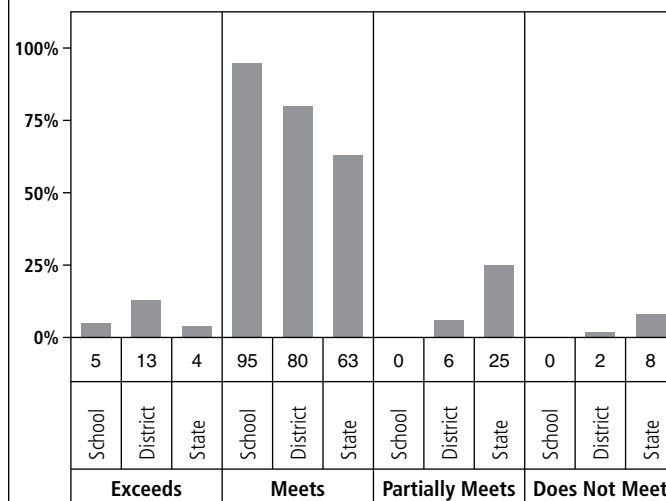
# SUMMARY OF SCORES

Date: March 2007  
Grade: 4  
District: MSAD 71  
School: Kennebunkport Consolidated Sch

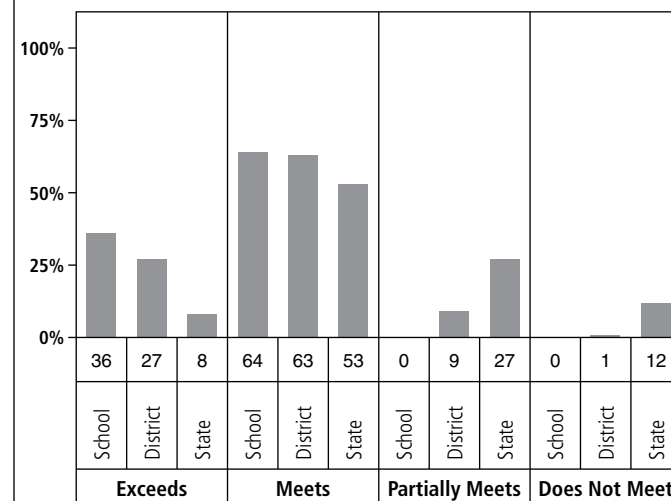
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	454 <b>452</b> 453	450 <b>453</b> 451	444 <b>445</b> 444
<b>Mathematics</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	457 <b>462</b> 459	455 <b>456</b> 455	444 <b>445</b> 444
<b>Science &amp; Technology</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	455 <b>459</b> 456	452 <b>455</b> 453	444 <b>444</b> 444

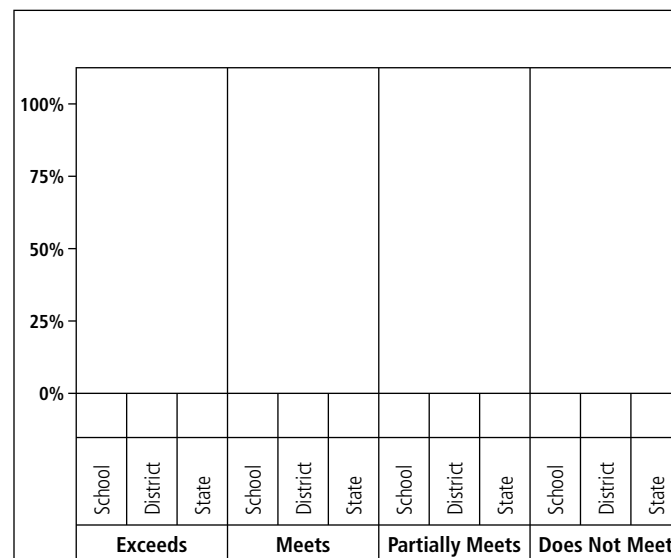
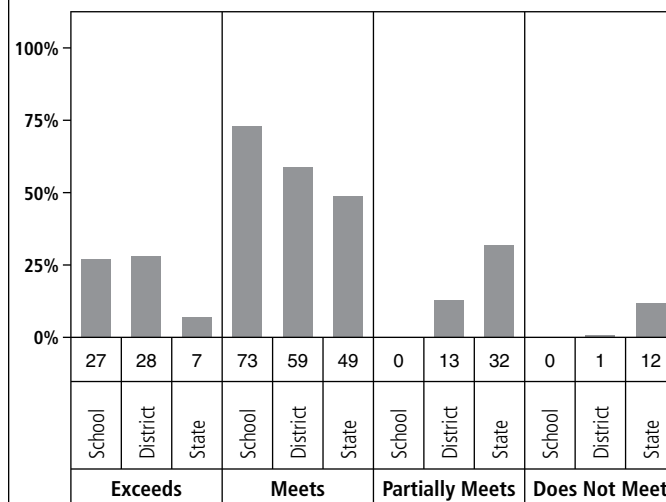
### ELA – READING



### MATHEMATICS



### SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
 Grade: 4  
 District: MSAD 71  
 School: Kennebunkport Consolidated Sch

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																											
								ELA-Reading						Mathematics						Science and Technology															
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State					
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students		26	100	167	100	14184	100	25	96	164	99	14078	99	25	96	164	99	14078	99	25	96	164	99	14057	99										
Ethnicity	African American	0	0	0	0	391	3	0	0	0	0	385	99	0	0	0	0	387	99	0	0	0	0	377	97										
	American Indian/Native Alaskan	0	0	0	0	117	1	0	0	0	0	112	97	0	0	0	0	112	97	0	0	0	0	112	97										
	Asian/Pacific Islander	0	0	1	1	204	1	0	0	1	100	204	100	0	0	1	100	204	100	0	0	1	100	204	100										
	Hispanic	0	0	0	0	171	1	0	0	0	0	171	100	0	0	0	0	170	99	0	0	0	0	169	99										
	White	26	100	166	99	13295	94	25	96	163	99	13204	99	25	96	163	99	13203	99	25	96	163	99	13193	99										
	Not Reported	0	0	0	0	6	0	0	0	0	0	2	33	0	0	0	0	2	33	0	0	0	0	2	33										
Identified disability		11	42	43	26	2538	18	11	100	42	100	2508	99	11	100	42	100	2509	99	11	100	42	100	2502	99										
Current LEP		0	0	1	1	302	2	0	0	1	100	298	99	0	0	1	100	300	99	0	0	1	100	289	96										
Economically disadvantaged		4	15	22	13	5522	39	4	100	21	95	5468	99	4	100	21	95	5467	99	4	100	21	95	5450	99										
Migrant		0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100	0	0	0	0	4	100										

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	15	58	126	75	10869	77	15	58	125	75	10883	77	15	58	124	74	10890	77						
Identified disability (PET/IEP)	2	13	6	5	435	4	2	13	6	5	445	4	2	13	6	5	453	4						
LEP	0	0	0	0	133	1	0	0	0	0	124	1	0	0	0	0	126	1						
504 plan	0	0	0	0	122	1	0	0	0	0	122	1	0	0	0	0	123	1						
Participation with accommodations	7	27	34	20	3019	21	7	27	35	21	3029	21	7	27	36	22	3014	21						
Identified disability (PET/IEP)	6	86	32	94	1897	63	6	86	32	91	1903	63	6	86	32	89	1900	63						
LEP	0	0	1	3	151	5	0	0	1	3	172	6	0	0	1	3	160	5						
504 plan	0	0	0	0	62	2	0	0	0	0	62	2	0	0	0	0	61	2						
Other	1	14	1	3	941	31	1	14	2	6	924	31	1	14	3	8	925	31						
Participation through alternate assessment (PAAP)	3	12	4	2	180	1	3	12	4	2	166	1	3	12	4	2	153	1						
Identified disability (PET/IEP)	3	100	4	100	175	97	3	100	4	100	161	97	3	100	4	100	149	97						
LEP	0	0	0	0	4	2	0	0	0	0	4	2	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1						
Approved non-participation in reading – 1st year LEP	0	0	0	0	10	0																		
Approved non-participation – special consideration	0	0	1	1	17	0	0	0	1	1	19	0	0	0	1	1	19	0						
Non-participation – other	1	4	2	1	89	1	1	4	2	1	87	1	1	4	2	1	108	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 4  
District: MSAD 71  
School: Kennebunkport Consolidated Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006 <b>2006-2007</b> Cum. Avg.	7	17	16	10	601	4
		1	5	20	13	507	4
		4	13	18	11	554	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006 <b>2006-2007</b> Cum. Avg.	32	78	121	75	7910	57
		21	95	128	80	8749	63
		27	84	125	77	8330	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006 <b>2006-2007</b> Cum. Avg.	2	5	22	14	3970	29
		0	0	9	6	3467	25
		1	3	16	10	3719	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006 <b>2006-2007</b> Cum. Avg.	0	0	2	1	1421	10
		0	0	3	2	1165	8
		0	0	3	2	1293	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	36.7	76.5	37.0	77.1	31.0	64.6
Literary Text	24	50	18.9	78.8	19.1	79.6	16.4	68.3
Informational Text	24	50	17.8	74.2	17.9	74.6	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 4  
 District: MSAD 71  
 School: Kennebunkport Consolidated Sch

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	22	1	5	21	95	0	0	0	0	452	160	13	80	6	2	453	13888	4	63	25	8	445
<b>Ethnicity</b>																						
African American	0										0						372	0	44	31	25	437
American Indian/Native Alaskan	0										0						110	1	49	34	16	441
Asian/Pacific Islander	0										1						200	4	66	22	9	446
Hispanic	0										0						166	0	51	37	12	441
White	22	1	5	21	95	0	0	0	0	452	159	13	80	6	2	453	13038	4	64	25	8	445
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	8	0	0	8	100	0	0	0	0	448	38	5	84	5	5	449	2332	1	34	41	25	438
No	14	1	7	13	93	0	0	0	0	454	122	15	79	6	1	454	11556	4	69	22	5	447
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	20	20	60	421
Current LEP beyond first year	0										1						279	0	31	36	33	435
<b>Economically disadvantaged</b>																						
Yes	4										21	0	81	10	10	445	5368	1	52	33	14	442
No	18	1	6	17	94	0	0	0	0	453	139	14	80	5	1	454	8520	5	70	20	5	447
<b>Migrant</b>																						
Yes	0										0						4					
No	22	1	5	21	95	0	0	0	0	452	160	13	80	6	2	453	13884	4	63	25	8	445
<b>Gender</b>																						
Female	10	1	10	9	90	0	0	0	0	453	71	15	80	1	3	454	6719	5	65	23	8	446
Male	12	0	0	12	100	0	0	0	0	451	89	10	80	9	1	452	7167	3	61	27	9	444
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	1										1						1864	0	38	44	18	439
No	21	1	5	20	95	0	0	0	0	452	159	13	80	6	2	453	12024	4	67	22	7	446
<b>Gifted/talented program</b>																						
Yes	1										1						402	19	80	0	0	457
No	21	1	5	20	95	0	0	0	0	451	159	13	80	6	2	453	13486	3	62	26	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 4  
 District: MSAD 71  
 School: Kennebunkport Consolidated Sch

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										2	0	67	33	0	448	5	1	45	33	21	440
B. less than one hour	77	1	6	16	94	0	0	0	0	451	72	13	80	4	3	453	76	4	64	24	7	446
C. one to two hours	23	0	0	5	100	0	0	0	0	452	25	13	82	5	0	454	18	4	65	24	7	446
D. more than two hours	0										1	0	100	0	0	450	2	3	43	32	23	440
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	18	0	0	4	100	0	0	0	0	450	46	20	73	6	1	455	31	5	67	20	7	447
B. They match some of what I have learned.	64	1	7	13	93	0	0	0	0	453	44	7	88	3	1	452	51	3	67	24	6	446
C. They match just a little of what I have learned.	18	0	0	4	100	0	0	0	0	449	9	7	86	7	0	451	13	1	49	34	15	441
D. There is no match.	0										1	0	50	50	0	442	5	1	37	39	22	439
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	32	0	0	7	100	0	0	0	0	452	28	11	84	2	2	455	36	6	70	17	6	448
B. good	55	1	8	11	92	0	0	0	0	452	55	15	78	6	1	453	49	3	63	27	7	445
C. fair	14	0	0	3	100	0	0	0	0	447	15	8	83	4	4	449	13	1	49	36	14	441
D. poor	0										1	0	50	50	0	445	2	0	32	38	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	14	0	0	3	100	0	0	0	0	455	16	0	76	20	4	449	16	1	47	35	17	441
B. about the same as my regular schoolwork	59	1	8	12	92	0	0	0	0	452	71	18	79	2	1	455	61	4	67	23	6	446
C. easier than my regular schoolwork	27	0	0	6	100	0	0	0	0	448	13	0	90	5	5	448	23	3	64	24	8	445
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	9	0	0	2	100	0	0	0	0	445	8	0	58	33	8	442	14	0	35	42	23	438
B. Most of the passages were about the same as what I usually read.	45	0	0	10	100	0	0	0	0	452	63	14	81	4	1	454	51	3	66	25	6	445
C. Most of the passages were easier than what I usually read.	45	1	10	9	90	0	0	0	0	453	29	13	84	0	2	454	36	6	71	17	6	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	18	0	0	4	100	0	0	0	0	454	15	9	87	4	0	454	18	6	66	21	7	447
B. 20 minutes to an hour	64	0	0	14	100	0	0	0	0	450	71	15	77	6	2	453	55	4	67	22	6	446
C. less than 20 minutes	9	0	0	2	100	0	0	0	0	458	8	0	100	0	0	454	14	1	57	29	13	442
D. I rarely read at home.	9	1	50	1	50	0	0	0	0	453	6	20	70	0	10	449	13	1	49	36	13	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	9	0	0	2	100	0	0	0	0	442	14	0	91	9	0	450	23	3	54	31	12	443
B. six to ten pages	41	0	0	9	100	0	0	0	0	454	24	8	86	6	0	453	26	3	63	26	8	445
C. eleven or more pages	50	1	9	10	91	0	0	0	0	451	62	18	75	4	3	454	51	4	68	21	6	447
<b>Optional school/district question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	1	100	0	0	0	0	448	33	0	100	0	0	448						
D.	0										67	0	100	0	0	446						

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 4  
District: MSAD 71  
School: Kennebunkport Consolidated Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	14	34	52	32	1294	9
	<b>2006-2007</b>	<b>8</b>	<b>36</b>	<b>43</b>	<b>27</b>	<b>1054</b>	<b>8</b>
	Cum. Avg.	11	34	48	30	1174	8
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	24	59	88	55	7000	50
	<b>2006-2007</b>	<b>14</b>	<b>64</b>	<b>100</b>	<b>63</b>	<b>7394</b>	<b>53</b>
	Cum. Avg.	19	59	94	58	7197	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	3	7	17	11	3784	27
	<b>2006-2007</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>9</b>	<b>3729</b>	<b>27</b>
	Cum. Avg.	2	6	16	10	3757	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	0	0	4	2	1894	14
	<b>2006-2007</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1735</b>	<b>12</b>
	Cum. Avg.	0	0	3	2	1815	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	13.3	88.7	12.3	82.0	10.1	67.3
Cluster 2: Shape and Size	14	29	11.6	82.9	10.4	74.3	8.6	61.4
Cluster 3: Mathematical Decision Making	5	10	4.8	96.0	4.3	86.0	3.6	72.0
Cluster 4: Patterns	14	29	11.6	82.9	11.0	78.6	8.9	63.6

## Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

## Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

## Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

## Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 4  
 District: MSAD 71  
 School: Kennebunkport Consolidated Sch

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	22	8	36	14	64	0	0	0	0	462	160	27	63	9	1	456	13912	8	53	27	12	445
<b>Ethnicity</b>																						
African American	0										0						381	2	33	31	34	435
American Indian/Native Alaskan	0										0						110	1	58	30	11	443
Asian/Pacific Islander	0										1						202	9	57	22	11	447
Hispanic	0										0						166	2	44	37	17	441
White	22	8	36	14	64	0	0	0	0	462	159	27	62	9	1	456	13051	8	54	27	12	445
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	8	3	38	5	63	0	0	0	0	461	38	16	74	5	5	453	2348	2	34	34	30	437
No	14	5	36	9	64	0	0	0	0	462	122	30	59	11	0	457	11564	9	57	25	9	446
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						13	0	31	8	62	426
Current LEP beyond first year	0										1						283	2	34	30	34	435
<b>Economically disadvantaged</b>																						
Yes	4										21	10	67	24	0	451	5379	3	44	34	19	440
No	18	8	44	10	56	0	0	0	0	462	139	29	62	7	1	457	8533	11	59	23	8	448
<b>Migrant</b>																						
Yes	0										0						4					
No	22	8	36	14	64	0	0	0	0	462	160	27	63	9	1	456	13908	8	53	27	12	445
<b>Gender</b>																						
Female	10	2	20	8	80	0	0	0	0	459	71	20	70	10	0	456	6727	7	53	27	13	444
Male	12	6	50	6	50	0	0	0	0	464	89	33	56	9	2	456	7183	8	54	26	12	445
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	1										1						1872	1	32	42	25	436
No	21	7	33	14	67	0	0	0	0	462	159	26	63	9	1	456	12040	9	56	24	10	446
<b>Gifted/talented program</b>																						
Yes	1										1						402	42	55	2	0	461
No	21	7	33	14	67	0	0	0	0	461	159	26	63	9	1	456	13510	7	53	28	13	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 4  
 District: MSAD 71  
 School: Kennebunkport Consolidated Sch

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										2	0	67	0	33	449	5	4	40	28	28	439
B. less than one hour	77	6	35	11	65	0	0	0	0	461	72	27	64	8	1	456	76	8	54	26	11	445
C. one to two hours	23	2	40	3	60	0	0	0	0	463	25	28	59	13	0	456	18	7	54	28	11	445
D. more than two hours	0										1	0	100	0	0	442	2	4	36	35	26	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	55	4	33	8	67	0	0	0	0	462	46	30	59	11	0	457	40	11	58	22	9	448
B. They match some of what I have learned.	32	3	43	4	57	0	0	0	0	461	44	29	64	6	1	457	46	6	54	29	11	444
C. They match just a little of what I have learned.	9	1	50	1	50	0	0	0	0	465	8	8	83	8	0	451	10	4	40	34	23	439
D. There is no match.	5	0	0	1	100	0	0	0	0	460	3	0	50	25	25	443	4	4	28	35	33	436
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	36	5	63	3	38	0	0	0	0	467	37	49	42	7	2	459	37	14	59	18	9	449
B. good	50	3	27	8	73	0	0	0	0	459	51	16	73	11	0	454	46	5	54	29	12	444
C. fair	14	0	0	3	100	0	0	0	0	456	11	6	88	6	0	454	14	2	42	38	19	440
D. poor	0										1	0	50	0	50	442	2	1	27	43	29	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	9	1	50	1	50	0	0	0	0	465	5	43	14	29	14	451	12	4	37	34	25	438
B. about the same as my regular schoolwork	50	5	45	6	55	0	0	0	0	462	56	26	68	6	0	456	62	7	56	27	10	445
C. easier than my regular schoolwork	41	2	22	7	78	0	0	0	0	461	39	27	60	12	2	456	26	11	56	23	10	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	36	3	38	5	63	0	0	0	0	462	62	29	63	7	1	457	21	6	47	29	18	442
B. two or three days a week	50	4	36	7	64	0	0	0	0	460	25	23	67	10	0	456	37	8	55	26	11	445
C. two or three times each month	5	1	100	0	0	0	0	0	0	480	12	28	50	17	6	453	34	9	57	26	9	446
D. never	9	0	0	2	100	0	0	0	0	459	1	0	100	0	0	459	8	6	46	30	18	442
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										3	0	50	50	0	440	4	2	33	34	31	436
B. two or three days a week	0										25	31	59	10	0	456	19	6	47	31	15	443
C. two or three times each month	73	7	44	9	56	0	0	0	0	463	62	28	64	7	1	457	56	9	58	24	8	447
D. never	27	1	17	5	83	0	0	0	0	459	11	18	71	6	6	454	21	6	50	28	16	443
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	0	0	1	100	0	0	0	0	460	4	0	50	33	17	446	8	3	39	35	24	438
B. 30–45 minutes	5	1	100	0	0	0	0	0	0	464	9	14	57	21	7	446	27	5	51	30	15	443
C. 45–60 minutes	0										8	0	77	23	0	449	40	9	57	25	10	446
D. more than 60 minutes	91	7	35	13	65	0	0	0	0	462	79	33	63	5	0	458	25	10	56	24	10	447
<b>Optional school/district question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	1	100	0	0	0	0	460	33	0	100	0	0	460						
D.	0										67	0	50	50	0	440						

# SCIENCE AND TECHNOLOGY RESULTS

Date: March 2007  
Grade: 4  
District: MSAD 71  
School: Kennebunkport Consolidated Sch

ACHIEVEMENT LEVEL DEFINITIONS			STUDENTS AT EACH ACHIEVEMENT LEVEL					
			School		District		State	
			N	%	N	%	N	%
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Span Expectations in science and technology.								
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)		2005-2006 <b>2006-2007</b> Cum. Avg.	12 <b>6</b> 9	29 <b>27</b> 28	27 <b>44</b> 36	17 <b>28</b> 22	751 <b>963</b> 857	5 <b>7</b> 6
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)		2005-2006 <b>2006-2007</b> Cum. Avg.	26 <b>16</b> 21	63 <b>73</b> 66	107 <b>94</b> 101	66 <b>59</b> 62	7251 <b>6824</b> 7038	52 <b>49</b> 50
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)		2005-2006 <b>2006-2007</b> Cum. Avg.	2 <b>0</b> 1	5 <b>0</b> 3	25 <b>21</b> 23	16 <b>13</b> 14	4514 <b>4382</b> 4448	32 <b>32</b> 32
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)		2005-2006 <b>2006-2007</b> Cum. Avg.	1 <b>0</b> 1	2 <b>0</b> 3	2 <b>1</b> 2	1 <b>1</b> 1	1458 <b>1735</b> 1597	10 <b>12</b> 11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	10.0	83.3	9.3	77.5	7.6	63.3
Cluster 2: Physical Sciences	12	25	10.2	85.0	9.8	81.7	8.8	73.3
Cluster 3: Earth and Space Sciences	12	25	9.3	77.5	8.5	70.8	6.8	56.7
Cluster 4: Nature and Implications of Science	12	25	9.4	78.3	8.9	74.2	7.8	65.0

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Date: March 2007  
 Grade: 4  
 District: MSAD 71  
 School: Kennebunkport Consolidated Sch

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	22	6	27	16	73	0	0	0	0	459	160	28	59	13	1	455	13904	7	49	32	12	444
<b>Ethnicity</b>																						
African American	0										0						371	2	29	39	30	435
American Indian/Native Alaskan	0										0						110	2	35	41	22	440
Asian/Pacific Islander	0										1						202	10	49	30	12	445
Hispanic	0										0						166	4	41	40	16	441
White	22	6	27	16	73	0	0	0	0	459	159	28	58	13	1	455	13053	7	50	31	12	444
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	8	2	25	6	75	0	0	0	0	458	38	24	61	13	3	453	2353	3	33	39	25	438
No	14	4	29	10	71	0	0	0	0	460	122	29	58	13	0	455	11551	8	52	30	10	445
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	20	40	40	432
Current LEP beyond first year	0										1						281	2	24	40	34	434
<b>Economically disadvantaged</b>																						
Yes	4										21	14	62	24	0	451	5370	3	41	37	19	440
No	18	6	33	12	67	0	0	0	0	460	139	29	58	12	1	456	8534	9	54	28	9	446
<b>Migrant</b>																						
Yes	0										0						4					
No	22	6	27	16	73	0	0	0	0	459	160	28	59	13	1	455	13900	7	49	32	12	444
<b>Gender</b>																						
Female	10	2	20	8	80	0	0	0	0	459	71	25	59	15	0	454	6720	7	48	32	13	443
Male	12	4	33	8	67	0	0	0	0	460	89	29	58	11	1	455	7182	7	50	31	12	444
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	1										1						1865	1	31	42	26	437
No	21	6	29	15	71	0	0	0	0	460	159	28	58	13	1	455	12039	8	52	30	10	445
<b>Gifted/talented program</b>																						
Yes	1										1						401	31	64	4	1	458
No	21	5	24	16	76	0	0	0	0	459	159	27	59	13	1	455	13503	6	49	32	13	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 4  
 District: MSAD 71  
 School: Kennebunkport Consolidated Sch

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										2	0	67	33	0	443	5	4	37	35	23	440
B. less than one hour	77	4	24	13	76	0	0	0	0	459	72	27	59	13	1	455	76	7	50	32	11	444
C. one to two hours	23	2	40	3	60	0	0	0	0	459	25	36	56	8	0	456	18	8	50	30	12	444
D. more than two hours	0										1	0	100	0	0	448	2	3	39	32	26	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	73	4	25	12	75	0	0	0	0	459	35	44	53	4	0	460	21	10	50	28	12	445
B. They match some of what I have learned.	18	1	25	3	75	0	0	0	0	461	50	18	64	17	1	452	49	7	51	32	11	445
C. They match just a little of what I have learned.	9	1	50	1	50	0	0	0	0	463	12	26	53	21	0	454	24	5	48	33	14	443
D. There is no match.	0										3	25	75	0	0	453	7	4	38	37	21	439
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	32	2	29	5	71	0	0	0	0	460	15	33	50	17	0	456	23	9	51	27	13	445
B. good	55	3	25	9	75	0	0	0	0	458	58	29	59	11	1	455	54	8	51	31	11	445
C. fair	9	1	50	1	50	0	0	0	0	466	26	25	63	13	0	455	20	4	46	37	14	442
D. poor	5	0	0	1	100	0	0	0	0	454	1	0	100	0	0	455	3	2	31	38	29	436
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	9	0	0	2	100	0	0	0	0	452	14	14	64	23	0	451	24	6	48	32	14	443
B. about the same as my regular schoolwork	64	5	36	9	64	0	0	0	0	460	67	32	58	9	1	456	61	8	50	31	11	445
C. easier than my regular schoolwork	27	1	17	5	83	0	0	0	0	460	19	24	59	17	0	454	15	7	48	31	14	443
<b>How often do you have science classes?</b>																						
A. every day	100	6	27	16	73	0	0	0	0	459	40	38	49	11	2	458	26	7	48	32	13	444
B. a few times a week	0										46	23	62	15	0	453	53	8	51	31	11	445
C. once a week	0										8	25	75	0	0	457	10	4	45	32	18	442
D. a few times a month	0										6	10	80	10	0	450	11	6	48	33	13	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	5	0	0	1	100	0	0	0	0	454	27	12	68	20	0	451	23	5	45	35	15	442
B. I work in groups to design and conduct experiments.	14	0	0	3	100	0	0	0	0	454	13	10	65	20	5	449	26	4	44	37	16	442
C. I do a combination of A and B, mostly A.	0										40	44	48	8	0	458	28	10	53	28	10	446
D. I do a combination of A and B, mostly B.	82	6	33	12	67	0	0	0	0	460	20	29	65	6	0	458	24	9	54	27	10	446
<b>Optional school/district question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	1	100	0	0	0	0	458	33	0	100	0	0	458						
D.	0										67	0	0	100	0	438						